

Parkland College

From the Selected Works of Sarah Grison

February 9, 2019

Your Teaching Toolbox: Putting High-Impact Practices to Work for You and Your Students

Sarah Grison, *Parkland College*



Available at: <https://works.bepress.com/sarah-grison/38/>

Welcome to the workshop!

We will be working in groups today!

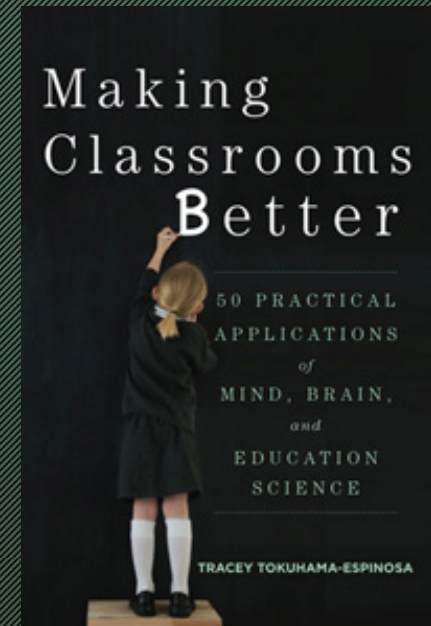
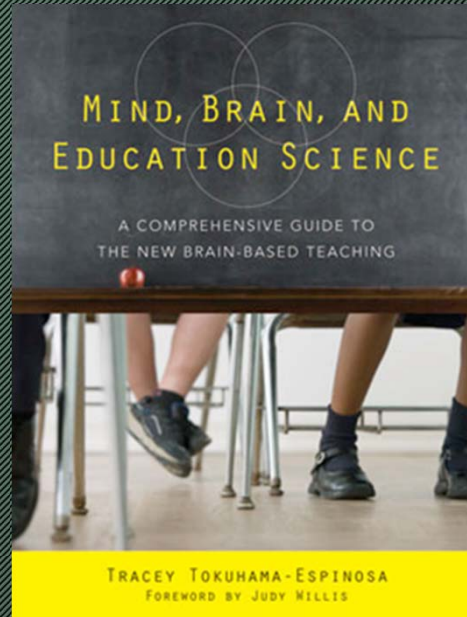
Please choose a table with a high impact practice card on it that you are interested in exploring for one of your courses.

Thank you!

Great books to give away!

For a chance to win, please write on the card your:

- Name
- Email



Your Teaching Toolbox: Putting High-Impact Practices to Work for You and Your Students



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<https://works.bepress.com/sarah-grison/>

1. What is an easy process for making course changes to include HIPs?
2. What are some concrete practices we might consider that reflect HIPs?
3. How can we determine whether our HIP practices work?

Four HIPs to consider for our courses...

1. Fostering a growth mindset has many positive effects
2. Building rapport creates effective learning environments
3. Supporting non-academic needs has many benefits
4. Developing study skills improves learning

I think of course design like creating a garden

- Seeds determine what is grown (student goals)
- Soil is the medium for seeds to take root (rapport)
- Water, sun, & fertilizer impact what grows & how (growth mindset)
- Controlling for pests removes obstacles (non-academic challenges)
- Pruning alters growth in desired ways (study skills)
- Naturalizing is the best (when students teach each other)!



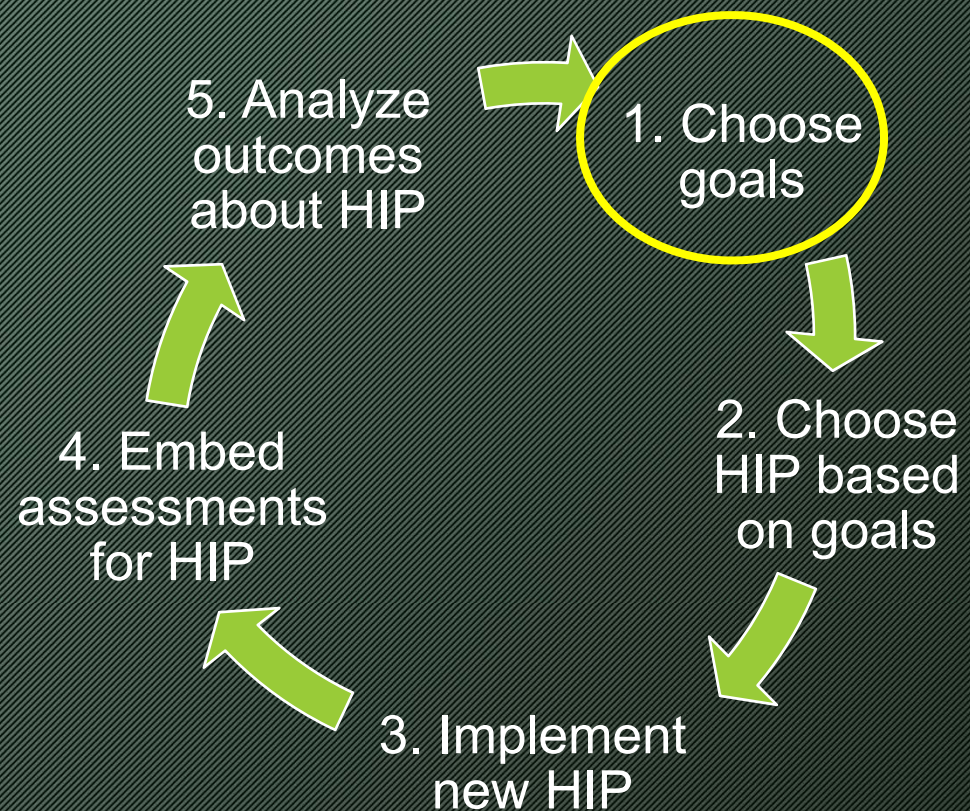
Adding nitrogen changes whether plants produce more leaves or flowers

Other options might work for your mind!



Recall an easy process for making changes to our courses

- Always start with goals!
- Keep it simple: one change a term
- But, try to do it continuously
- Make changes based on outcomes
- Share your results!





Discussion Time!

Please talk about your main goal for students in a course you want to change to include HIPs.

Soon I will ask for examples to share.



Feel free to write your ideas on the workshop sheet!

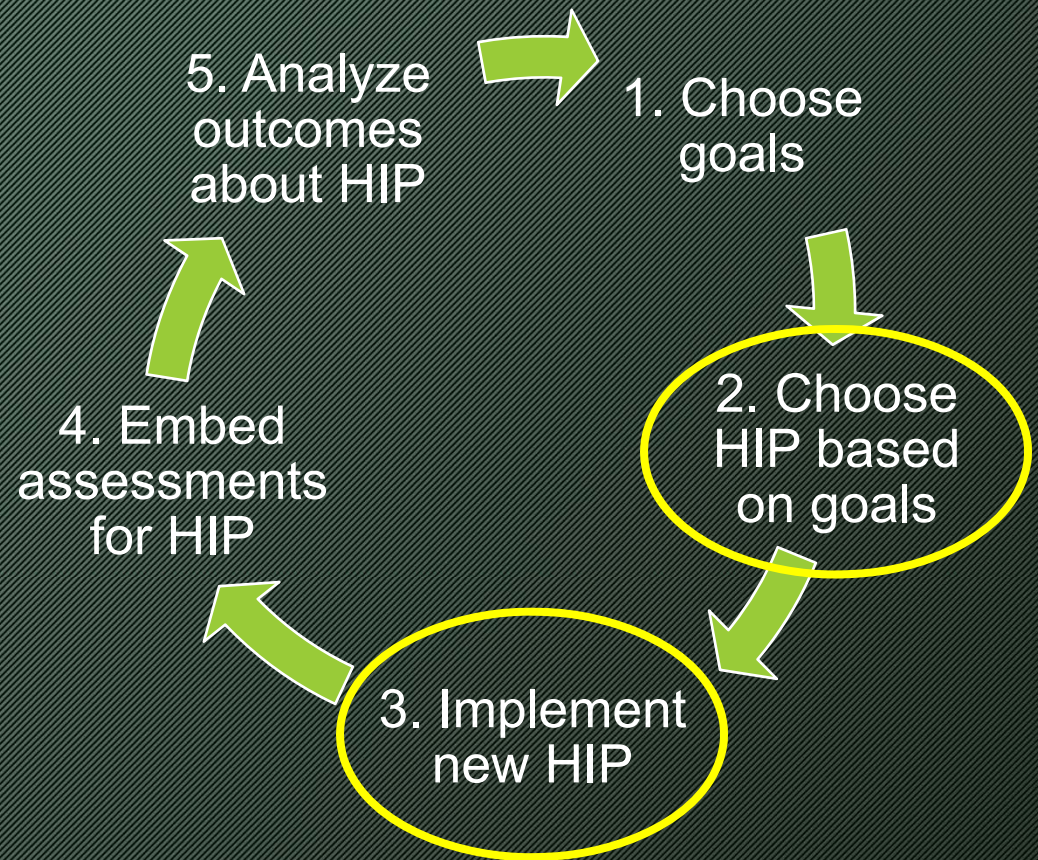
Our workshop goals...



1. What is an easy process for making course changes to include HIPs?
2. What are some concrete practices we might consider that reflect HIPs?
3. How can we determine whether our HIP practices work?

Recall an easy process for making changes to our courses

- Make sure you choose a HIP that is aligned to your goals
- Check to make sure that you use best practice to implement the HIP



Recall the four HIPs to consider for our courses...

1. Fostering a growth mindset has many positive effects
2. Building rapport creates effective learning environments
3. Supporting non-academic needs has many benefits
4. Developing study skills improves learning



Discussion Time!

Please discuss a concrete change related to HIPs that you want to try for your course. I will ask for some examples to share.



Feel free to write your ideas on the workshop sheet!

HIP #1: Fostering growth mindset

- **Growth mindset:** Belief that abilities & skills improve with effort & perseverance

- ✓ Related to increased challenge-seeking, persistence, grades, & test scores (vs fixed mindset) ([Dweck, 2019](#))
- ✓ Effects across disciplines, including STEM (e.g., math ([Boaler, 2013](#)), economics (World Bank, 2017))
- ✓ Can modulate the effects of socioeconomic status ([Claro et al., 2016](#))
- ✓ And reduce anxiety & depression (Schleider & Weisz, 2016)



Psychologist Carol Dweck described growth mindset. [Click here](#) to watch her TED talk.

How can we foster students' growth mindset?

HIP #1: Tactics to foster a growth mindset

Consider showing & discussing motivational videos or articles on growth mindset



[Click here](#) and go to about 4 minutes to see how to stay on the “treadmill” even where there are “twists!”

HIP #1: Tactics to foster a growth mindset

Think about encouraging students to take a mindset survey to understand themselves

Test Your Mindset

Please show how much you agree or disagree with each statement by clicking the number that corresponds to your opinion.

1 You have a certain amount of intelligence, and you can't really do much to change it.

Strongly Agree Agree Mostly Agree Mostly Disagree Disagree Strongly Disagree

2 Your intelligence is something about you that you can't change very much.

Strongly Agree Agree Mostly Agree Mostly Disagree Disagree Strongly Disagree

3 No matter who you are, you can significantly change your intelligence level.

Strongly Agree Agree Mostly Agree Mostly Disagree Disagree Strongly Disagree

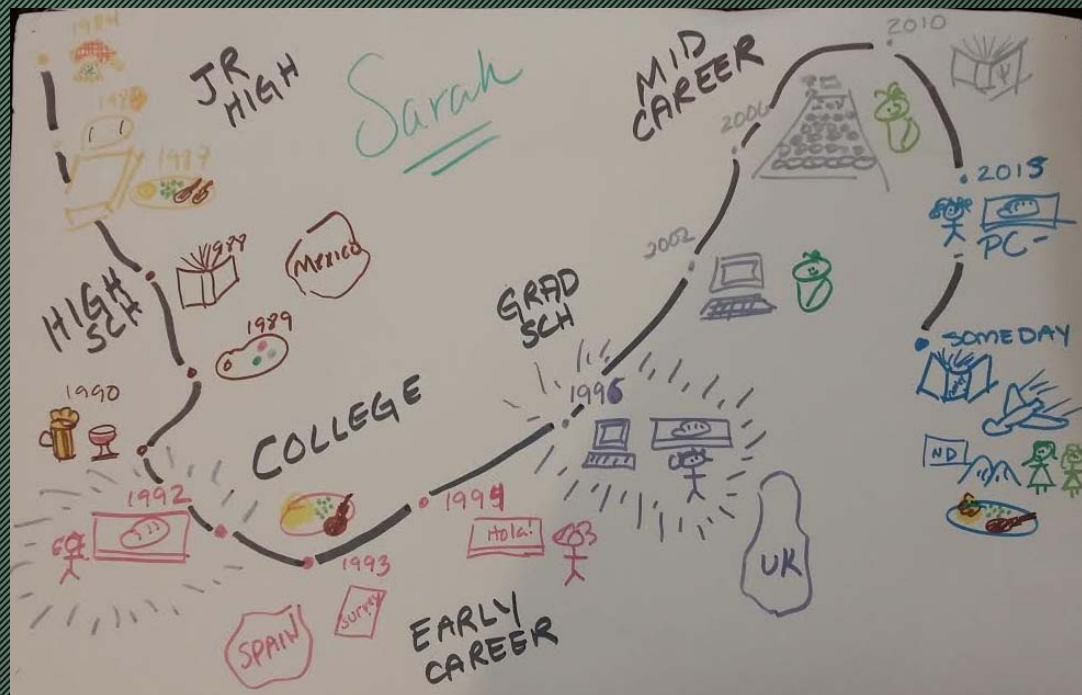
4 To be honest, you can't really change how intelligent you are.

Strongly Agree Agree Mostly Agree Mostly Disagree Disagree Strongly Disagree

[Click here](#) for the growth mindset survey

HIP #1: Tactics to foster a growth mindset

Maybe try the “Life’s twisty path” class activity to show that we overcome failures!



HIP #1: Tactics to foster a growth mindset

You can give a skills survey at the start and end of term

STUDENT SUCCESS PROFILE																		
	Reading [1]	Writing [2]	Speaking [3]	Listening [4]	Learning Styles [5]	Memory [6]	Study Skills [7]	Thinking [8]	Motivation [9]	Self-Esteem [10]	Relationships [11]	Conflict Resolution [12]	Health [13]	Time Management [14]	Money Management [15]	Personal Purpose [16]	Career Planning [17]	Resources [18]
40																		40
30																		30
25																		25
20																		20
10																		10
0																		0
	ACADEMIC SKILLS DEVELOPMENT				STUDY AND THINKING SKILLS				PERSONAL ISSUES				PLANNING FOR THE FUTURE				RESOURCE NEEDS	

HIP #1: Tactics to foster a growth mindset

And even provide chances for self-reflection to promote growth – weekly, after tests, etc.

3. Please explain the changes you plan to make in the next week to start developing your growth mindset and improving your skills and abilities.

a. One change in your thoughts: _____

b. One change in your feelings or attitudes: _____

c. One change in your actions: _____

HIP #2: Building rapport

- Rapport: Positive, supportive relations between teacher & students and between students
 - ✓ T-S and S-S rapport enhance class connectedness & participation ([Frisby & Martin, 2010](#))
 - ✓ T-S rapport predicts learning ([Frisby & Martin, 2010](#))
 - ✓ Students say what builds rapport most is “uncommonly attentive behaviors” ([Webb & Barret, 2014](#))

How can we build rapport?

Instructor-Student and Student-Student Rapport in the Classroom

Brandi N. Frisby & Matthew M. Martin

Pages 146-164 | Published online: 08 Mar 2010

Download citation | <https://doi.org/10.1080/03634520903564362>

Full Article | Figures & data | References | Citations | Metrics | Reprints & Permissions | [Get access](#)

Abstract

This study examined the relationships between instructors and their students, and between students, to determine their roles in building positive relationships and an overall positive classroom environment. Of particular interest was the examination of instructor rapport with students and rapport between students. Students ($N=232$) reported on their perceptions of interpersonal relationships in the classroom and on their perceived participation and learning. Results indicate that perceived rapport with instructors and classmates is related to perceptions of classroom connectedness. Instructor rapport, student rapport, and classroom connectedness enhanced student participation. Only instructor rapport consistently predicted participation, affective learning, and cognitive learning.

Journal of the Scholarship of Teaching and Learning, Vol. 14, No. 2, May 2014, pp. 15 - 28.
doi: 10.14434/josotl.v14i2.4259

Student views of instructor-student rapport in the college classroom

Nathan G. Webb¹ & Laura Obrycki Barrett²

Abstract: Building upon past research on the positive learning outcomes associated with rapport building in the classroom, this study examines the specific behaviors instructors utilize in college classrooms to build rapport with undergraduate students. Participants ($N=230$) answered open-ended survey questions about their instructors' rapport-building behaviors. A total of 514 behaviors described as rapport building were categorized into five themes: attentive behaviors, common grounding behaviors, courteous behaviors, connecting behavior, and information sharing behaviors.

Keywords: rapport, instructor-student relationships, learning outcomes, instructor behaviors

HIP #2: Tactics to help build rapport

Possibly make a “student advising meeting” part of their grade – for face to face, hybrid & online classes

GRADING

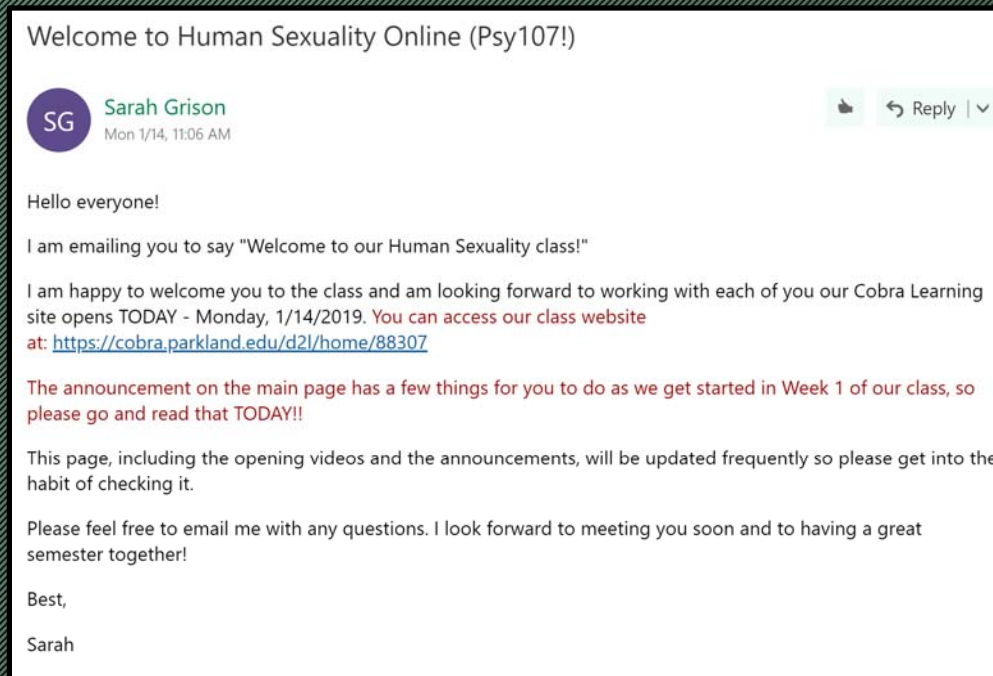
You can show progress towards meeting the learning goals by earning points in the graded activities described below.

GRADED ACTIVITY	POSSIBLE POINTS TO BE EARNED
1. Advising Meetings	60 points max: 2 meetings x 30 points each; these grades CAN'T be dropped
2. InQuizitive Homework	150 points max: 16 InQuizitives x 10 points each, drop the 1 lowest grade
3. Attendance & Participation	90 points max: 16 Weeks x 6 points each, drop the 1 lowest grade
4. Class Activity Sheets	90 points max: 16 Class Activity Sheets x 6 points each, drop the 1 lowest grade
5. Skill Development Homework	90 points max: 16 Weeks x 8 points each, drop the 1 lowest grade
6. Quizzes	150 points max: 16 Quizzes x 10 points each, drop the 1 lowest grade
7. Experiential Learning Projects	100 points max: 3 Projects x 50 points each, drop the 1 lowest grade
8. Tests	210 points max: 3 Tests x 70 points each, these grades CAN'T be dropped
9. Final Exam	60 points max: 1 Final Exam x 60 points; this grade CAN'T be dropped
TOTAL	1000 points max
BONUS POINTS	You will have opportunities to earn bonus points throughout the course

Advising Meetings: You can earn points by having Advising Meetings with me either in person, via Skype, or over the phone or FaceTime. Just come to my office during my student hours (see the top of the syllabus). There's no need to schedule it first! The aim is for us to get to know each other and discuss your academic and professional goals so we can work together to achieve them. In this meeting I can help with scheduling your time, explaining concepts, test anxiety, discussing future classes, and more! The earlier in the term we do this meeting, the more helpful it will be! **So, to earn full points on this grade, you should meet with me ONCE before Week 7 in the term and meet with me ONCE before Week 14.** After these dates, you may receive fewer points for completing the Advising Meetings. These are required meetings so the grades CANNOT be dropped.

HIP #2: Tactics to help build rapport

Try to email students before the start of the term to set a positive tone & give support



HIP #2: Tactics to help build rapport

Consider
engaging in
uncommonly
attentive
behaviors –
especially for
“red flag” signs
of problems

Hi there,

I noticed that you missed our Adolescent Development (Psy208) class today!

Please remember that I like to hear from you if you are missing class so I can be of any help if you are encountering issues. I would appreciate if you would please reach out and let me know how you are doing.

In addition, please be aware that all of the Chapter 2 materials are available in the folder on Cobra. You should be continuing to do your homework online for the week.

Lastly, materials are becoming available to do Media Project: Presentation 1 on biological development, which is due NEXT week. You should look at the schedules on the syllabus and check the due dates, look for the Announcements on our main Cobra page, and get started with this assignment in addition to finishing your Chapter 2 work.

I look forward to hearing from you soon so I can know that all is well with you.

All the best,

Sarah

HIP #2: Tactics to help build rapport

Maybe ask students to
“pledge” to not withdraw
BEFORE talking with you

What do you think?

Will you pledge to
NOT drop without
seeing me first?

- A. Yes
- B. No

YOU HAVE ONLY
FAILED
IF YOU
HAVE
GIVEN
UP
Until then, it's learning

Course Contract

By registering for History 109, I recognize that I am entering into a community of people brought together by the common goal of attaining an education at Parkland College. To that end, I will help to maintain an open and civil classroom experience for myself and my peers. I agree to the following course rules:

1. All work must be my own. Plagiarism or other forms of cheating will result in a grade of F for the course and a report to the Dean of Students for further action.
2. All work must be submitted on time. Late work will not be accepted.
3. Class begins on time. If I arrive at the classroom after the door has been closed I will not attempt to enter.
4. My cell phone will be turned off and out of sight for the class period.
5. If I have need for an accommodation based on ADA or Title IX, I will obtain the proper documentation provided by Parkland College.
6. This is a college course and I understand that the content of this class may touch on materials that are controversial or even offensive to some people.

Furthermore, I understand that while the vigorous and free debate of ideas is encouraged, rude or demeaning behavior will not be tolerated. Lastly, if for any reason, I need to drop this course, I will see Dr. Walwik before doing so.

Name: _____

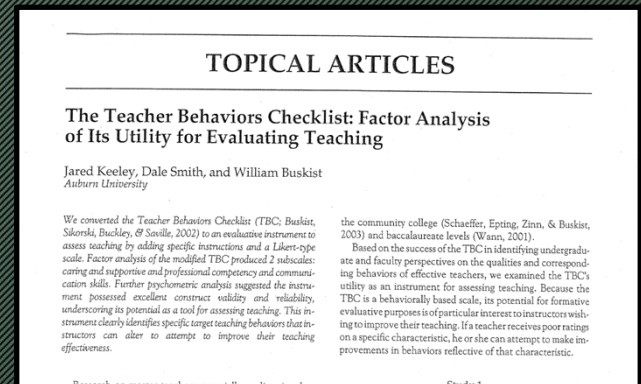
Signature: _____

HIP #2: Tactics to help build rapport

Consider using the Teacher Behavior Checklist to get student feedback on rapport

Always do this	Frequently do this	Sometimes do this	Rarely do this	Never do this
5	4	3	2	1

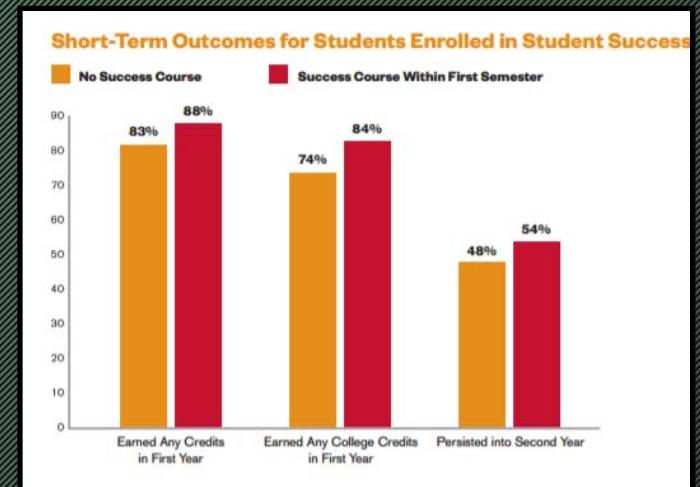
1. Accessible _____
2. Approachable _____
3. Encourages and cares for students _____
4. Flexible/open-minded _____
5. Good listener _____
6. Happy/positive attitude/humorous _____
7. Develops rapport _____
8. Understanding _____
- TOTAL _____



[Click here](#) to access the Teacher Behavior Checklist (Keely et al., 2006)

HIP #3: Supporting non-academic needs

- Taking student success class is positively associated with grades, persistence & credit accumulation
- Natural place for teaching life skills
 - ✓ Time & money management
 - ✓ Technical skills
 - ✓ Physical & mental health
 - ✓ Career prep
- Embedding study skills in other classes works ([Wingate, 2006](#)) so this could be true of life skills



[Click here](#) to access a review of the research from the Community College Resource Center, 2013

How can we help students face non-academic challenges?

HIP #3: Tactics to support non-academic needs

Perhaps provide a
“Get To Know
You” sheet at the
start of the term &
ask about their
needs &
challenges

Introduction to Psychology: Course Orientation & Study Skills In-Class Activities

Your name: _____ Date: _____ Points: ____ points earned

Task: As we go through class please complete each section about the course and how to study to do well.

Goals: The goals are to help you: 1. Understand how the course is structured and the expectations, Learn how to succeed in the class by using great study skills, and 3. Discuss these ideas with your classmates.

Assessment: Participation points based on: 1. completeness of answers, 2. accuracy of answers, 3. thoughtfulness of responses and application, and 4. writing in full sentences, with good spelling and grammar, using your own words.

Part A. Getting to Know You!

1. Name: _____ 2. Preferred name to use in class: _____

3. Preferred gender pronoun(s) (he/she, they, etc.): _____

4. Where are you from (country, town, high school)? _____

5. Are you interested in psychology? If so, why? _____

6. What transfer credits, degree, or certificate are you trying to earn? _____

7. What academic skills are you good at? _____

8. What is challenging for you in terms of learning or getting good grades? _____

9. What can I- your teacher – do to help you be successful? _____

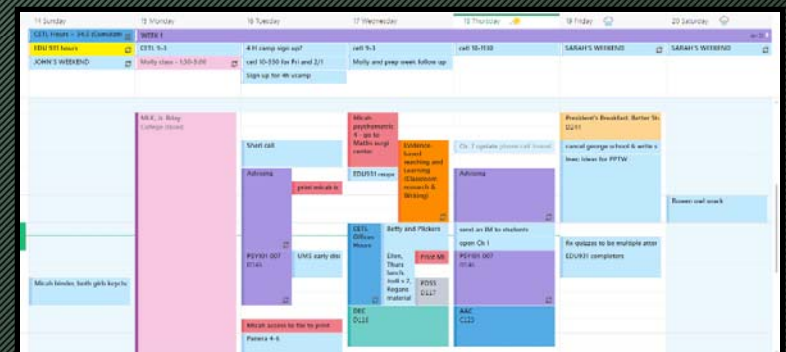
10. Please tell me something funny, interesting, unusual or idiosyncratic about yourself! (It helps me remember you!)

HIP #3: Tactics to support non-academic needs

Consider helping students learn how to manage their time effectively


- Help them calculate the time needed to study for their credit hours
- Help them create a schedule or a portable calendar (Google or Outlook) - as part of their homework!

Class number	Class name	Number of credits	Number study hours required outside of class PER TERM (#credits x 3 hrs per week x 16 weeks per term)	Number of study hours required PER WEEK for a certain class (#study hours per term / #weeks that class lasts)	Start date	End date
Psyl01	Introduction to Psychology	4	$(4 \times 3 \times 16) = 192$ study hours per term	$(192/16) = 12$ study hours per week	8/20/18	10/12/18



HIP #3: Tactics to support non-academic needs

Provide information about college and community resources



About Parkland • Department Office Directory • Counseling Services

COUNSELING SERVICES

- › Academic Advising
- › Accessibility Services Directory
- › Mental Health Counseling
- › Career Services

Office: U267
Phone: 217/351-2219
Fax: 217/373-3831
counselingservices@parkland.edu

Hours:
January 22 - May 9

COUNSELING SERVICES

Welcome to the Parkland College Counseling Services office. Our office covers a number of counseling-related services for students, including Academic Advising, Accessibility Services, Mental Health Counseling, and Career Services. Assistance from our **Academic Advising**, **Accessibility Services**, and **Mental Health Counseling** units is available for current students; **Career Services** assistance is available for prospective and current students.

What kind of help do we provide? Take a look:

- **Academic Services:** We offer the academic and educational planning support students need to complete their chosen degree or certificate. We assist students with course selection, transfer options, and guidance throughout their educational path.
- **Counseling:** Short-term, solution-focused, and confidential mental health counseling is available for currently enrolled students. *Students experiencing significant distress are seen as soon as possible.*
- **Career Services:** Students come for help with exploring their interests, skills, and values, to select college majors and career goals. Services include assistance with resume writing, interviewing skills, and other job search strategies.
- **Accessibility Services:** Parkland offers academic accommodations for students with documented disabilities. These accommodations can include alternate testing arrangements, note takers, textbooks in alternate format, sign language interpreters, captioning services, and adaptive aids.

HIP #3: Tactics to support non-academic needs



Consider activities that get students to explore college resources

Part C: Parkland College Resources. Please use your syllabus and the Parkland website to get information about each of the resources below. **If you go to any of these places in the next week and you take a selfie of yourself there and send it to me I will give you bonus points on your grade!**

Resource	Location	Web URL	What can you get help with here?
Center for Academic Success Services			
Office of Accessibility Services			
Counseling and Advising Center			
Tech Service Desk			
Library			
Dr. G's Office to help with "twists"			

FYE 101 – 002: Strategies for College Success

Week 15: Chapter 8: Information Literacy – Parkland College Library Treasure Hunt Activity

Your name: _____ Date: _____ Points: _____ points earned

Goals: The goals are to 1. Learn about helpful resources at the Parkland College Library that can help you succeed in college, 2. Practice finding these Library resources and learning about them, and 3. Find your way around the library.

Task: For each of the questions below you need to find the information about resources you can use at the Parkland library. Then write answers to the questions.

Assessment: This is for participation points, so please complete all parts of the questions using FULL SENTENCES!

Part A: Know Your Librarian! Our librarians are amazing resources. Write down here the contact information for our librarian and a question and answer about a library resource.

Name: _____ Email: _____ Office Room: _____

Part B: Library Treasure Hunt. As we tour the library please write answers to each of the questions below.

1. For a report you have to write in kinesiology class, you are interested in finding hard copies of recent scholarly journals, for example about sports, exercise, and health. First, what IS a scholarly journal (also known as a peer-reviewed journal)? Where are these kept in the library? Name one or two journal names that they have there that you could use!

2. You have a group project you need to work on for your communications class. Is there a location in the library where you can meet as a group and work? Where is it? What resources are there for you to use?

3. All work and no play makes Jack a dull boy! You want to destress and relax with a new bestseller and some calming music. Can you get these from the library? If so, where?

4. You have a romantic date this weekend but no cash for renting movies. Can our beloved library help? Explain!

HIP #3: Tactics to support non-academic needs

Think about an assignment that requires students to have an enriching experience at your college

FYE 101 - 002: Strategies for College Success First Enrichment Activity for Dr G. Due in class on Wednesday, 10/17/2018

Your name: _____ Date: _____ Points: _____ pts / 15 points max

GOALS: Success in college has a lot of aspects and getting involved in activities on the college campus is one of them. Why is that? Because in part a happy and relaxed college student is a successful college student! However, this is also a great way to learn about activities you might want to be involved in and meet new people too. So, the goals are to help you: 1. Get involved in a fun or interesting on campus, 2. Enjoy yourself, and 3. Reflect on how engaging in this activity can help you academically, professionally, and/or personally.

ASSESSMENT: Points based on: 1. completeness, 2. thoughtfulness and thoroughness of written responses, and reflections on this activity, and 3. Good writing skills (full sentences and excellent grammar and spelling, etc.)

GRADING RUBRIC:

Letter Grade	A (100-90%)	B (89-80%)	C (79-70%)	D (69-60%)	F (59-0%)
Points	15-13.5 points	13.4-12 points	11.9-10.5 points	10.4-9 points	<= 8.9 points


Task A (_____ pts / 5 points): Getting out of the classroom and engaging with the Parkland College campus community is an important part of the college experience. Attend one event, get a souvenir or artifact from the event (a flyer, photo, etc.) and type a summary of the activity. Examples of approved activities are student organization meetings or events, Planetarium events, Parkland Art and Design Faculty Exhibition, Parkland Athletic Events, Student Life events, Seminars or Workshops, and more. You can find information about activities and events when you log into My Parkland at: <https://my.parkland.edu>. Click on the tabs for Campus Events, Campus News, Cobra News, and Prospectus to get information about possible events. You can also look for events at The Prospectus at <http://www.prospectusnews.com/>. Be sure to turn in the artifact from the event with your final paper!

Task B (_____ points/ 10 points): Please think about this Enrichment Activity Assignment and type up your reflections about it. Be sure to address the questions below. Task B MUST be typed and be about 1 side of a sheet of paper (12 point font, double-spaced) and use full sentences and good grammar and spelling.

1. Please describe the event that you chose to attend, including the date and time, and explain why you chose that event. Describe what happened at the event.
2. Describe what you experienced at the event. What did you think or feel about it? Did you learn anything new? Did you meet anyone interesting? Did you have fun?
3. Do you get involved in any other activities or clubs in college on a regular basis? If so, what are they? If not, why don't you get involved in them? Do you think that you might be missing anything in your college experience?
4. Please reflect on whether this experience makes you want to investigate going to more activities on campus, or perhaps join an organization or club. If so, which one(s) might you be interested
5. What benefits do you get from these and other enrichment experiences that you have had or that you might explore in the future?
6. Lastly, reflect on the idea that getting involved in activities on campus might be beneficial to you. In what ways might it be beneficial with respect to the three goals we have discussed – academic, career, and/or personal? For example, do you think that getting involved in activities like this one can reduce your stress and help you stay healthier both physically and mentally? Or do you think that any of these benefits can help you be successful in college?

HIP #4: Developing study skills

- Meta-analysis of the effectiveness of 10 learning techniques (Dunlosky et al., 2013)
- 4 popular techniques **were NOT effective**
- Five techniques **were effective**:
 - ✓ Two forms of elaboration (EI & SE)
 - ✓ Three forms of practice



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DOI: 10.1177/1529100612453266
http://pspi.sagepub.com
SAGE

Improving Students' Learning With Effective Learning Techniques: Promising Directions From Cognitive and Educational Psychology

Improving Student Achievement 45

Table 4. Utility Assessment and Ratings of Generalizability for Each of the Learning Techniques

Technique	Utility	Learners	Materials	Criterion tasks	Issues for implementation	Educational contexts
Elaborative interrogation	Moderate	P-I	P	I	P	I
Self-explanation	Moderate	P-I	P	P-I	Q	I
Summarization	Low	Q	P-I	Q	Q	I
Highlighting	Low	Q	Q	N	P	N
The keyword mnemonic	Low	Q	Q	Q-I	Q	Q-I
Imagery use for text learning	Low	Q	Q	Q-I	P	I
Rereading	Low	I	P	Q-I	P	I
Practice testing	High	P-I	P	P	P	P
Distributed practice	High	P-I	P	P-I	P	P-I
Interleaved practice	Moderate	I	Q	P-I	P	P-I

Note: A positive (P) rating indicates that available evidence demonstrates efficacy of a learning technique with respect to a given variable or issue. A negative (N) rating indicates that a technique is largely ineffective for a given variable. A qualified (Q) rating indicates that the technique yielded positive effects under some conditions (or in some groups) but not others. An insufficient (I) rating indicates that there is insufficient evidence to support a definitive assessment for one or more factors for a given variable or issue.

How can we help students improve study skills?

HIP #4: Tactics to develop study skills

Think of ways to help students understand course expectations and the best ways to study

- Syllabus activities & quizzes
- Provide a checklist for success
- Embedding study skills training in classes
(Wingate, 2006)



Follow the eight steps to succeed in college

Follow these tips to grow & meet your goals!

- ☐ Step 1: Have a growth mindset!
- ☐ Step 2: Get to know your teachers & their expectations
- ☐ Step 3: Know syllabi & keep an updated calendar of the schedule
- ☐ Step 4: Break reading into parts & read ACTIVELY
- ☐ Step 5: Repeatedly practice with the concepts with online homework, self-quizzes, repeated quiz and test attempts
- ☐ Step 6: Go to class, take notes ACTIVELY, & participate.
- ☐ Step 7: Space your studying for tests & reduce test anxiety
- ☐ Step 8: Meet with your teachers regularly to discuss challenges & improvements

Part 1. Evaluating Psychology in the Real World? Please follow the three steps in critical thinking to evaluate the claim shown in the research article here to decide if you should accept it or not. The full article is available at: <https://www.psychologicalscience.org/publications/brain-training.html>. Please remember to think about whether the claim is based on intuition, belief, opinion, pseudofact or fact.

1. "What is the claim that am I being asked to accept?"

2. "What evidence is provided to support the claim?"

3. "What conclusion is most reasonable about the claim?"

To help you with this process, remember the graphic showing how to step through these three questions!

HIP #4: Tactics to develop study skills

Encourage reading actively and using elaboration in low stakes assignments

- Answer questions in the text using EI and SE and
- Turn section headers into questions
- Teach the Meta 3R technique (Nguyen & McDaniel, 2014)
- Even have reading quizzes before class (e.g., on the syllabus!)

7.1 You Create Memories by Processing Information



7.1 LEARNING GOAL ACTIVITIES

To maximize your learning, complete the following learning goal activities.

- a. Understand all bold and italic terms by writing explanations of them in your own words.
- b. Apply the three phases of information processing to describe how you encoded, stored, and retrieved a specific memory that you have.



How Do You Create Memories?

To make sure you learned what you just read, write answers to the following questions and check your answers.

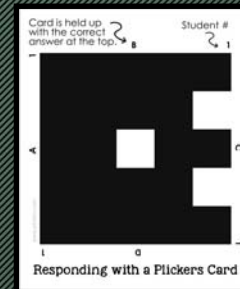
- 7.1 What are the three phases of information processing in memory?
- 7.2 If one student, Darren, uses selective attention to focus on his teacher's lesson better than another student, Luisa, then how will this difference affect each of their abilities to create new memories about the class material?

See Appendix B for answers to the red Q questions.

HIP #4: Tactics to develop study skills

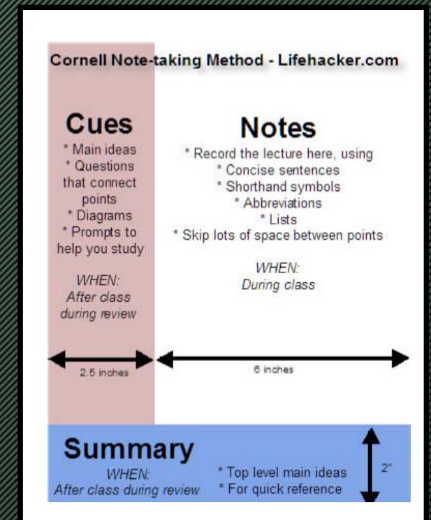
Encourage active engagement in class through low stakes activities

- Attendance and participation grades
- Student response devices (see clickers)
- Note-taking activities
 - Cornell method
 - Guided notes method



Understanding the Three Memory Stores. As we talk about the three memory stores take notes in this table.

	Sensory Memory	Short-Term Memory	Long-Term Memory
1. What is the purpose of the memory store?			
2. How is info. encoded into the memory store?			
3. What is the capacity of each memory store?			
4. What is the duration of each memory store?			



HIP #4: Tactics to develop study skills

Think about whether it is beneficial to have homework due throughout the week to encourage distributed practice

- Early: Reading homework
- Middle: Class activities work
- End: Quiz (multiple attempts)

Week 2: Chapter 1: Introducing the World of Psychology	Sunday 8/26	<ul style="list-style-type: none">• Read Ch 1.1 & Ch 1.2 and write answers to Reading Activities• Start doing Ch 1 InQuizitive (MUST use link in Ch 1 folder in Cobra)
	Monday 8/27	<ul style="list-style-type: none">• Read Ch 1.3 & Ch 1.4 and write answers to Reading Activities• Keep doing Ch 1 InQuizitive (MUST use link in Ch 1 folder in Cobra)• DUE: Week 1 Skills Development Homework• Come to class to earn participation points and take notes actively• Finish reading Chapter 1 and writing answers to Reading Activities
	Tuesday 8/28	
	Wednesday 8/29	<ul style="list-style-type: none">• DUE: Ch 1 InQuizitive (to 1500 points) (MUST use link in Ch 1 folder) (Releases Ch 1 Quiz)• Come to class to earn participation points and take notes actively• DUE: Ch 1 Class Activities sheet (at the end of class today!)
	Thursday 8/30	<ul style="list-style-type: none">• Download/view Ch 1 slideshow & correct your notes for the slides• Start doing the Week 2 Skills Development Homework
	Friday 8/31	<ul style="list-style-type: none">• Ch 1 Quiz (1st attempt!) (Releases Ch 2 materials)• Look at answers to quiz questions to understand what you got wrong
	Saturday 9/1	<ul style="list-style-type: none">• DUE: Ch 1 Quiz (Extra attempts earn bonus points!)

HIP #4: Tactics to develop study skills

Consider adding more practice testing in low stakes activities

- Point students to chances to self-quiz
- Give multiple chances on quizzes
- Investigate using online homework tools – but only if they are evidence-based! (See one!)

CHAPTER 7 SELF-QUIZ

To make sure you learned the information in this chapter, write answers to the following questions and check your answers. See Appendix B for answers to the self-quiz.

1. Johanna was asked to remember a string of letters. She heard x during the presentation of the letters. In her brain, this input was changed into the acural code x. Later, when she was asked to recall the letters, Johanna included s, not x, in her list. Johanna most likely made this error on the recall test due to an error in the _____ phase of memory.
 - a. encoding
 - b. retrieval
 - c. creation
 - d. storage
5. When someone says the word "doctor," 13-year-old Vanessa remembers her most recent medical visit. She also thinks of objects related to the concept of a doctor, such as an examination room, a stethoscope, and an X-ray machine. The fact that a word brings up memories about many related ideas is best explained by _____.
 - a. the primacy effect
 - b. spreading activation models of memory
 - c. the recency effect
 - d. level of processing model of memory

INQUIZITIVE nginn@uarkland.edu

Chapter 7: Memory

Question Review (16 of 60)

Match the task with the corresponding memory type.

short-term storage*
sensory memory*
long-term storage*
working memory*

A person drives by a store and glances at the clothes for sale in the window.

After two weeks of self-testing, a student recalls information for a cumulative final exam.

While looking icily out the car window, a man spots an interesting bird and begins to pay attention.

A person repeats a phone number until he enters it into his contact list.

Report Question Question List Previous Next Back to Report

**What new
practice will
you be
trying?**



To reply, please use
Poll Everywhere:

- Text to: 37607
- In message box type: sarahgrison419
- Send the text & you are in the poll
- Then text me your answer to the question.

What new practice will ypu be trying?



Respond at **PollEv.com/sarahgrison419**



Text **SARAHGRISON419** to **37607** once to join, then text your message

Our workshop goals...

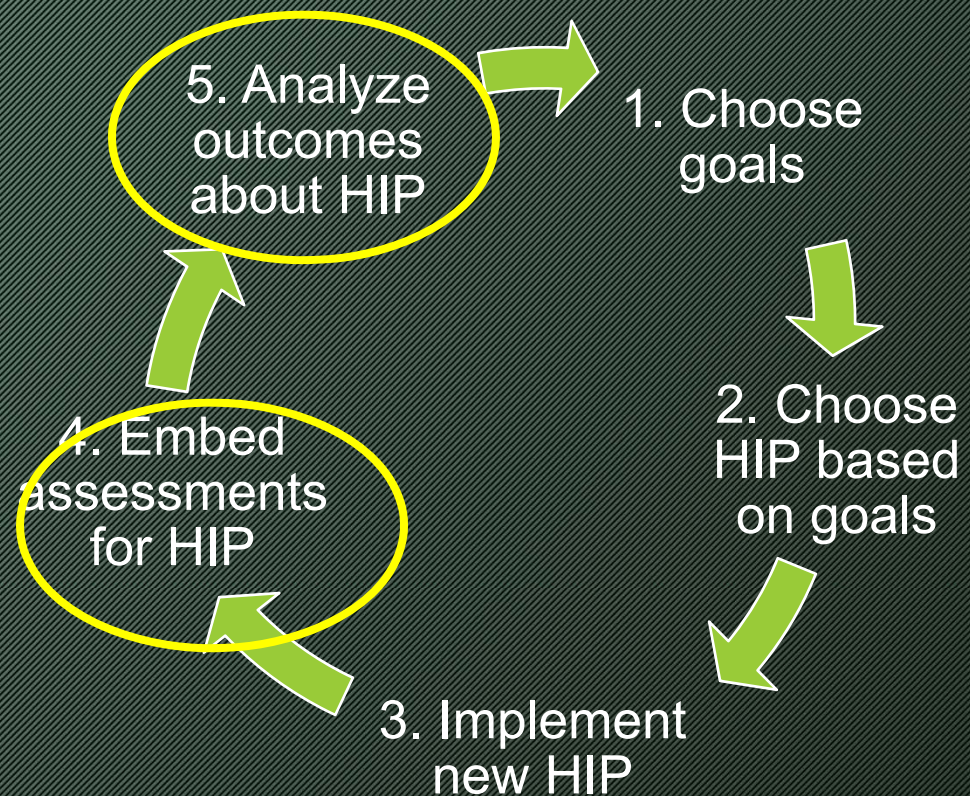


1. What is an easy process for making course changes to include HIPs?
2. What are some concrete practices we might consider that reflect HIPs?
3. How can we determine whether our HIP practices work?

Recall an easy process for making changes to our courses

- A combination of assessments gives a 360° view of outcomes & how to improve the new practice

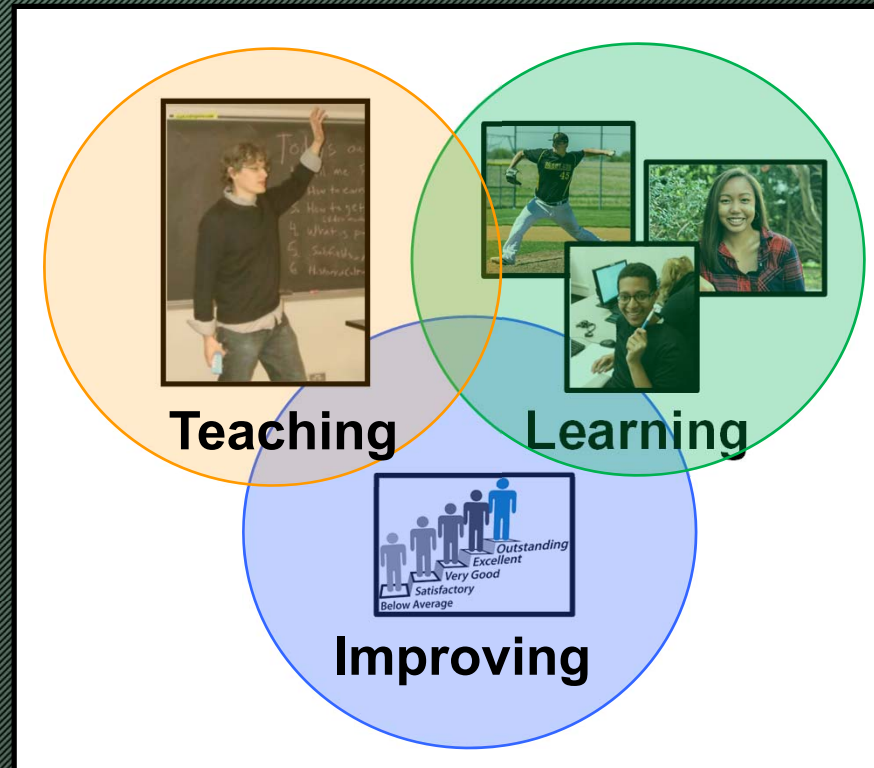
- ✓ Direct & indirect
- ✓ Formative & summative
- ✓ Quantitative & qualitative



Assessment reveals performance, learning & attitudes

Remember! Our innovative approach applies HIPs to 3 interconnected domains!

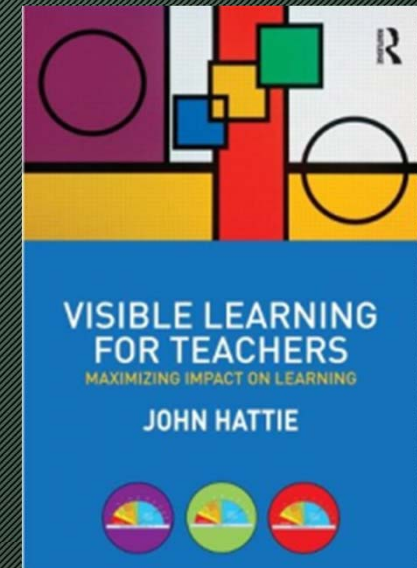
And assessment is one of those three domains!



Feedback is key to help students improve

- We give four types of feedback to students (Hattie, 2012):

- ✓ Affirm what they did well (but this isn't associated with improvements)
- ✓ Correct mistakes and direct on how to improve
- ✓ Point out processing errors
- ✓ Coach students to improve through self-regulation



But how students receive the feedback may be more important!

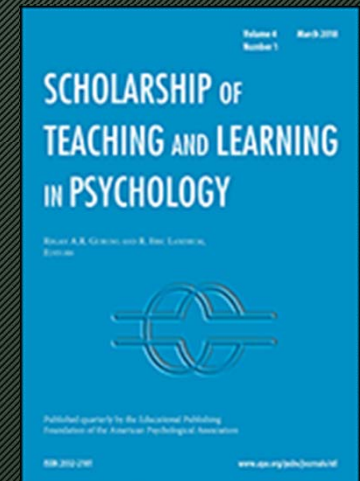
Consider SOTL for sharing results

- **Scholarship of teaching and learning (SOTL):**
Pairs scholarly inquiry to any teaching task, such as:
 - ✓ Designing a course
 - ✓ Creating classroom activities
 - ✓ Trying out new pedagogies
 - ✓ Using new educational technologies
 - ✓ Evaluating programs



[Click to see](#) the
Journal of the
Scholarship of
Teaching and
Learning

[Click to see](#) the
Scholarship of
Teaching and
Learning in
Psychology



Remember our garden?

When we share our findings we help other teachers learn and support their students too!



Grape hyacinth and daffodils naturalizing

**Will you try
to make a
change to
add a HIP?**



To reply, please use
Poll Everywhere:

- Text to: 37607
- In message box type: sarahgrison419
- Send the text & you are in the poll
- Then text me your answer to the question.

Will you try to make a change to add a HIP?

Respond at PollEv.com/sarahgrison419

Text **SARAHGRISON419** to **37607** once to join, then **A, B, C, D, or E**

Definitely **A**

Probably **B**

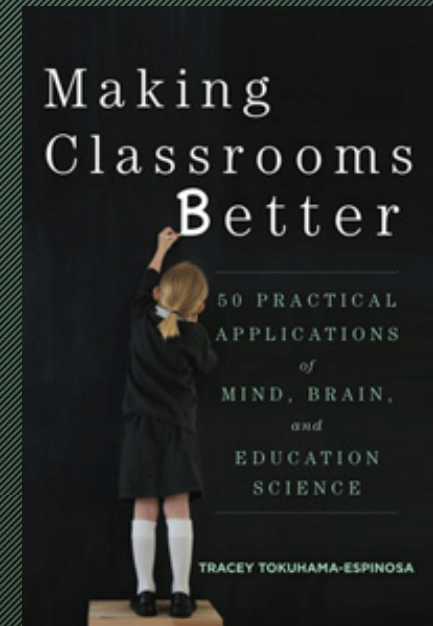
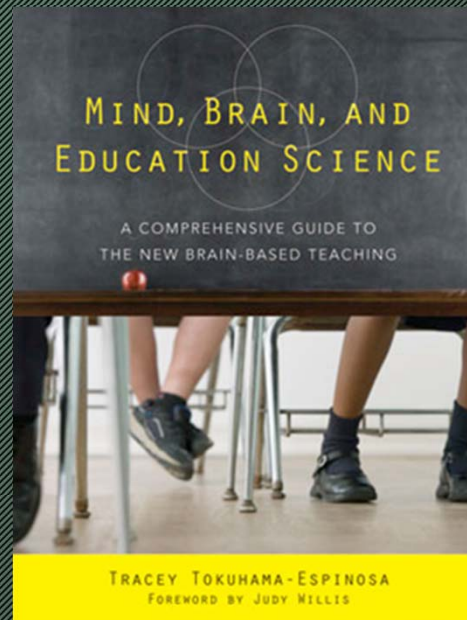
Unsure **C**

Probably not **D**

Definitely not **E**

It's time to give away some great books on HIPs!

Let's see
who gets a
book!



Thank you!

- I appreciate your letting me get to know your goals and your students
- Please contact me with questions or ideas!
- sgrison@parkland.edu